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*The*  
**BULLETIN**

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of  
SCHOOL SOCIAL WORKERS



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We should like to ask members and friends of N. A. S. S. W. to take a more active interest in the Bulletin. If you have an article or a suggestion regarding a paper we might publish, SEND IT IN. Manuscripts should be addressed to the Editorial Chairman and can be accepted for publication only on condition they are not being published elsewhere. They should be typewritten doublespaced and there should be two carbon copies. Authors of papers accepted will receive five copies of the issue containing their article.



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(Gathered from the Executive Office)

## FORWARD

In this issue we have tried to follow our plan as set forth in the March Bulletin so that the two combined will present a review of the "old" and a presentation of the "new" that will be helpful to all interested in school social work. The emphasis in both these bulletins has been placed on material for which there has been the greatest number of requests. We believe it is of utmost importance to make available all written material that will help in formulating plans, developing philosophy and in pointing out ways of going.

In this bulletin we are stressing attendance as a part of the field of interest of the school social worker. Some local as well as state-wide groups have indicated that attendance should be a part of our work. Some of the papers in this issue present the thinking behind this decision. They show a growing process, a feeling the way. In the early days anyone who attempted to help keep the child in school was thought of as an authority who would go to such extremes as hopping over fences to catch the "culprits" and take them back to school chagrined, repentant and reformed. Hostile, too, and as a result probably more determined to repeat their truancy than to mitigate it.

From these beginnings there have been attempts to move away from this rigid approach while still recognizing the legal aspects of attendance problems. Our thinking and current attendance philosophy helps the child so he will not only attend school but will be better able to use what it offers.

### *Editorial Committee*

RUTH GELLER

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# THREE ASPECTS OF THE WORK OF THE VISITING TEACHER IN LOUISIANA\*

By LOUIS D. ROBERT

Supervisor of Attendance, State Department of Education

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The visiting teacher program as set up in Louisiana by Act 239 of 1944 combines the work of three different departments. In this State, a visiting teacher must be a census director, an attendance officer, and a school social worker.

## Census Director

It is important for all of us that a current record be kept of all children in the parish from birth through eighteen years of age—important because money from the State for the support of our schools is apportioned on a per-educable basis; important because the continuing census is the means of determining which children are and are not attending school.

As the program is presently set up and operating in Louisiana, there is only one way by which the census can be kept current, and that is through the efforts of classroom teachers and principals, working with the visiting teacher. There is only one practicable way by which the visiting teacher can keep up with families moving from one community to another, in and out of the parish, in and out of the State, and that is through reports of the principals and teachers. There is only one practicable way by which the visiting teacher can determine which children are attending school and which are not, and that is through reports of principals and teachers.

Classroom teachers and principals have been asked to make such reports in the past; they will be asked to continue making them. In all probability, they will be asked for more than is outlined in Act 239 of 1944, the Compulsory School Attendance Law, but they may be sure of two things: first, the information that they will be asked to furnish has been studied long and carefully by the State Supervisor of Attendance and by visiting teachers from all parts of the State; and, second, the amount of information and the number of reports that they will be asked for have been simplified and reduced to an absolute minimum. Since there is a slight variation in procedures and forms in use throughout the State; since the whole program is brand-new and modifications are inevitable; and, most important of all, since principals and classroom teachers throughout

\*Paper given at a joint meeting of principals and classroom teachers of St. Landry Parish, Louisiana.



the State have cooperated whole-heartedly in the program, the State Supervisor of Attendance and the visiting teachers of the State feel that the mere fact that an item is not specifically named in the law will not deter principals and teachers from supplying it when there is need for it.

So much for the visiting teacher as a census director.

### Attendance Officer

Many authorities believe that combining the work of the visiting teacher with that of an attendance officer is a mistake. If you will consider for a moment, you will see why. An attendance worker is an officer, backed by the force of the law. His job is to see that children in certain age brackets enter school and that absences and truancy be eliminated as far as it is humanly possible to eliminate them. To parents, to children, to teachers—he is a policeman, an officer of the law. As such, it is hard—in most instances, it is impossible—for him to gain the affection and confidence of the children and parents with whom he has to work.

There can be no doubt about one fact, however: when we consider the low literacy rate in this State; when we consider the number of school-age children in Louisiana who are not attending any school; when we consider the low average daily attendance in Louisiana schools—there can be no doubt that one of two things is needed, and needed badly. We need attendance officers OR we need an educational program to develop school attendance—consciousness. Which is to be preferred I leave to you.

### School Social Worker

On the other hand, in practically every visiting teacher program of which I have any knowledge, the name *visiting teacher* has the meaning and connotation of school social worker. In fact, the title of a national organization of visiting teachers has recently been changed to incorporate the term *school social workers*. Please don't misunderstand me: I am speaking to a group of teachers; I myself am a teacher; and to me, visiting teacher is first of all a TEACHER with a teacher's training and experience, but a teacher trained in social case work methods, procedures, and techniques.

What, then, is the primary significance of the name *visiting teacher*? To me, he is a person whose job it is to work with unadjusted children. Why is Johnny a behavior problem? Why is he so aggressive and belligerent that he can't work in harmony with his teachers and classmates? Why is he becoming a menace to his own future as well as to the present progress of himself and his fellows? Why is Mary so shy and withdrawing? What is there about her home, school, and community environments that makes her unsocial and regressive? Is there a physical or mental condition keeping

Charles from doing better work? What can the visiting teacher, the principal, the classroom teacher, the child himself—what can they do to remedy the situation before permanent harm has resulted? Better still, what can they do to prevent the problem from arising? What agencies—Health Unit, Department of Public Welfare, Department of Labor, Parent-Teacher Association, Rotary, Lions, and Kiwanis Clubs, Red Cross—what agencies can help and what services are they in a position to render?

In a word, the visiting teacher is the liaison between the home, the school, and the community. He brings the knowledge and skills that he possesses to bear on a given situation which the school is not in a position to handle, searching for the root of the trouble in the home, in the school, in the community, and attempting to discover remedial measures which teachers and parents can apply to solve the difficulty.

It is apparent, therefore, that being an attendance officer and at the same time a visiting teacher creates a handicap which principals and classroom teachers can help to overcome. Will you in your school, your classroom, remember and practice this: Don't threaten a child or a parent with the visiting teacher when there is a problem of non-attendance, poor attendance, or unadjustment. Don't make a menace of the visiting teacher. Rather, point out to children and to parents that you know someone whose job it is to listen to their side of the case and find such assistance for them as they are in need of. By doing this, you will be helping to destroy the old idea of the truant officer, the attendance officer; you will be helping to create a spirit of understanding and cooperation in your community. Not only will you be making it easier for the visiting teacher to help the child and to help the parent, but also you will be making your own task easier and your own relations with your school patrons better. The school will be brought into closer and friendlier touch with the home and the community, and attitudes and habits of school non-attendance will be broken down. Only then will the visiting teacher be able to do his real job. Only then will everyone concerned profit from the visiting teacher program.



## VISITING TEACHERS TRAIN

### Georgia Gears Educational System For Illiteracy War

*By* BILL BURSON

University of Georgia Press

The State of Georgia has declared war on illiteracy.

Armed with the provisions of the Compulsory School Attendance Law passed by the Georgia General Assembly in 1945, the State Department of Education working jointly with the University of Georgia College of Education has launched an offensive, known as the visiting teacher program, against the low education standards which have long held this state in the quagmire of ignorance.

This campaign attacks the problem of school attendance from a much more enlightened standpoint than previous methods. It substitutes the specialized and professional work of a social worker for the force of the truant officer, and concerns itself not only with the enforcement of the compulsory school attendance statutes but also with the discovery and removal of the causes of nonattendance and with the promotion of conditions favorable to the normal development and regular school attendance of school-age children.

Since this move was revolutionary to the Georgia system of education and therefore the state had no trained personnel to man these responsible positions, the University College of Education met the demand. On July 17, it opened a Visiting Teacher Workshop designed to train Georgia educators in the principles of school social workers—the first course of its kind to be taught in this state.

To insure that Georgia visiting teachers would learn the best and most effective techniques to use in the performance of their duty, the Education School secured the services of Miss Alma Laabs, supervisor of the Visiting Teacher Department of the Minneapolis, Minn., Public Schools to serve as principal instructor, along with Claud Purcell, administrative assistant, State Department of Education, and Miss Rose Thompson, visiting teacher and faculty member of the Georgia State College for Women, Milledgeville.

Forty-one Georgia men and women registered for the six-week workshop. They are working diligently and earnestly with a realization of the task they have to do. The workshop faculty has designed a program of study and work which is two-fold; that is, speakers and leaders in particular



fields address the class on certain problems, and then small discussion groups meet with the faculty members and discuss the remarks of the speaker, the phases of the visiting teacher program which are not clear and problems which various teachers think they will face.

To get an insight on the task which lies ahead of these men and women, let us look at some figures on Georgia's educational standing. As pointed out by Dr. Omar Clyde Aderhold, dean of the College of Education less than one-third of the white children who enter school in Georgia ever reach the eleventh grade. From the first to the third grades alone there is a loss of from 88,000 to 56,000 students, and between the third and eleventh grades 61.3% of the students withdraw somewhere along the line.

This condition of Georgia from an educational standpoint is further exemplified by the fact emphasized by Dr. Aderhold that less than four per cent of the Negro children of school age ever reach the eleventh grade. There is a 60.9% loss of Colored students between the first and third grades.

In comparison with national educational standards, Georgians have on the average one and one-half years less schooling than the average citizen of the United States. In Georgia the average school attendance is 7.2 years; in the nation, 8.8 years.

Besides being a disgrace to our "Empire State", the low literacy has affected the state in many ways materially. If children fail to use the opportunity for learning in a social situation which is offered by the public school, the complete purpose of the school is not fulfilled, the efforts of the teachers are impaired, and the "taxpayer's money" is uneconomically utilized. Because such children miss a great opportunity for healthy growth which can yield rich dividends to them, their community and their country, they degrade themselves and in turn their state.

The task outlined would seem large enough to tax the facilities of a veteran organization, much less a newly established one. But rest assured, Georgia authorities are not without cognizance of the trouble which may be encountered, for they have provided for it with delegated powers and special legislation.

The Compulsory Attendance Law which established the visiting teacher program obligated every parent or guardian of children between the ages of seven and sixteen to enroll and send the child or children to a public or private school under the penalty of \$100 fine or 30 days imprisonment or both for negligence of the same, each day constituting a separate offense.

To counterbalance any objection which might come from individual

school principals and teachers, the state provided in this statute that such persons should report in writing the names, addresses, and ages of all pupils enrolled and shall make open all attendance reports to the visiting teacher. A fine of \$100 could be placed on the person failing to comply.

The act charged that the visiting teacher should report to the proper court the child who absents himself from school in violation of it, and that the judge of said court should place the delinquent in a home, public or private institution where school would be provided for the child.

The selection of visiting teachers was left to the county and independent school boards of education, as well as the right to fix salary and duties not inconsistent to state regulations. It left to the State Board of Education the job of designating definite duties and qualifications of the visiting teacher.

The State Board of Education, following the passage of the above mentioned act, issued a resolution which set forth ten specific duties of the visiting teacher in light of service to the state. The official duties are:

1. Cooperate with principals and teachers of public, private, denominational and parochial schools in visiting homes of pupils who are not enrolled in school or are irregular in attendance.

2. Carefully study the causes of absences on the part of individual pupils and counsel with parents and teachers in helping to eliminate causes of non-attendance.

3. Participate in school and community studies relating to underlying causes of non-attendance and cooperate in making the adjustments found necessary and desirable.

4. Cooperate with the system superintendents in issuing work certificates.

5. Assist teachers and principals in the maintenance of a continuous census of children of compulsory school age.

6. Acquaint themselves systematically with records of repeated or habitual absence or failure to enroll children between the ages 7 and 16.

7. Report to the juvenile, superior, city or other court having jurisdiction, any child as a delinquent who absences himself from school in violation of this act.

8. When necessary in order to enforce provisions of this act, file proceedings in court and furnish evidence for conviction of parents for non-compliance with the law.

9. Cooperate fully with the State Departments of Welfare, Labor,



Health and other state agencies in eliminating causes of irregular attendance, non-attendance and school failures.

10. Make monthly and annual reports on attendance and other problems of child school adjustment in their territory to the county or independent school system superintendent respectively, and comply with rules and regulations of local and state boards of education.

The same resolution set forth the circumstances under which children might absent themselves from school and be excused. And the qualifications of the visiting teacher were set as the holding a professional teacher's certificate based upon four years of college work including special preparation for the work of the visiting teacher, as specified by the State Department of Education.

The duties as outlined by the law seem hard and cold, but there is the human side to this work. The visiting teachers will not be slave drivers, forcing people into something. The truant officer system tried force and the figures outlined above attest to the failure of such methods. The visiting teacher program will rely upon the use of the reasoning powers and the convincing of delinquents and their parents the necessity of schooling. Force will be used only as a last resort.

The program will involve interviews with the individual child having difficulty in using the school, with the teacher, principal, school nurse, or other school personnel who can contribute to and gain from the worker's understanding of the individual child, with the parents, and with social workers in the community agencies who may already know the child. The emphasis will be placed upon the individual and the assumption that a person's usefulness to society is determined not merely by how much knowledge he gains, but rather by how well he is able to live with satisfaction to himself and to others in that society.

The visiting teachers will help locate with the child, teacher, parent, and sometimes with the community, the factors interfering with the child's use of the school. They help the school to treat the child as an individual. They help the child through interviews with him, to take responsibility for himself in school. They help the parents share responsibility for the child with the school, and make necessary contacts with appropriate community agencies; and assist with whatever family, financial, health or other problem which may be interfering with the child's best use of the school.

No legal action will be taken against the individual child or its family until every conceivable method of getting the delinquent happily adjusted in school has been exhausted.

It can be done. This has been proven conclusively by other states and cities since the first programs were established in Boston, New York City, and Hartford in 1906-07. These early experiments proved beyond the shadow of a doubt the advantage of visiting teachers. The depression years nearly put an end to the venture because of financial strain, but World War II with its increase of juvenile delinquency and extra demands upon existing school facilities saw it spring to new life and growth. Were it not successful, it hardly seems that the 258 cities in the nation with a population of 10,000 or over would bother with the expense of maintaining full-time programs involving over 1,000 full-time visiting teachers.

Georgia educators have had their eyes on this progress, and they have reached the conclusion that the program can benefit the schools of this state in their drive to raise literacy standards. Georgia's leaders are sure that it will work and so are the 160 men and women who have already received appointments as visiting teachers. All are looking forward to the day when each of the 217 school systems of the state will have its full-time social worker and when this state can compare on an educational level with others in the nation.

"This new program of modern school attendance service is another milestone in educational progress," said Dr. M. D. Collins, Georgia's state superintendent of schools.



## SOCIAL CASE WORK TECHNIQUES IN ATTENDANCE SERVICE\*

By RUTH SMALLEY, *Professor of Social Case Work*  
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The negation of human values and the crumbling of social institutions and governments designed to protect those values, which mark the world today, lead us to affirm them where they yet remain and to examine what social institutions still exist in the light of what they express and preserve of human values and social purpose.

By human values I mean belief in the significance of the individual, belief in the integrity of the individual which precludes his being "pushed around" in the language of our day, and belief in the right, capacity and responsibility of the individual to work out his own destiny in his own way, and, in such a way, that maximum opportunity is allowed other individuals to work out their own separate destinies. If these human values are important to us and are to persist, then our social institutions must express them in the way they are set up and administered. Of no social institution is this more true than the public school. True, the school has a function or purpose to teach the skills which lead to literacy and to pass on a body of knowledge frequently referred to as our cultural heritage, for young people to examine, to question and to use in order that each generation may go beyond the one which preceded it in the creation of beauty and the exercise of wisdom. That is the hope of the race. But the way in which this knowledge is transmitted, the social attitudes of those who are responsible for its transmission will determine in large measure to what purpose it will be put. The "way of life" in a public school is reflected in the ways of life of its children. It does much to determine how creatively and how responsibly the skills and knowledges taught will be used when pupils have become teachers, and members of Boards of Education and of the community generally.

All of this by way of preamble to say . . . that if we are to concern ourselves in this paper and in practice with school attendance we need to appreciate the significance of the school experience and to believe that school is good for children to attend. If it is not, if it breeds lack of self-confidence, distrust of people in authority, disregard

\*Given before The National League to Promote School Attendance, Philadelphia, Pa., October 1940.

for the rights of others, or sheep-like following of an autocrat, if it *negates human values*, and works against the development in every child of a responsible social use of himself then no one can be expected to be interested in evolving any techniques for keeping children in it.

Everyone who has a part in making our schools what they are has grave responsibility, and never more grave than now, to examine that part and to see it in relation to the whole *purpose* of a public school. This is true for attendance workers and clerical staff, and specialists within the school system such as psychologists, nurses, and visiting teachers, no less than for principals and teachers.

The social case worker functioning in an attendance service believes in the essential rightness of the school experience for the child. She understands that any child might fail to attend school very occasionally for no reason more serious than a temporary repudiation of obligations felt as burdensome, particularly on a balmy spring day. She attaches no significance to such occasional truancy so far as an individual child is concerned, although she can understand the need of the administration to take action in view of the financial cost of unapproved absence to the school. But when any child persists in non-attendance, the attendance worker takes his non-attendance very seriously indeed *for his own sake* and concerns herself with understanding what outer or inner stresses are making it difficult for this particular child to do what she, as representative of community will, accepts as right and good and necessary for him. It might be profitable to review what some of those stresses may be.

Outer stresses, or stresses external to the child, responsible for non-attendance may include factors within the school itself. It may be that school performance expected of the non-attending child is too difficult for him to master . . . or too simple to arouse his interest or challenge his ability. I recall visiting a school for boys of less than average intelligence. The curriculum had been designed in relation to their needs, interests, and capacities. It happened that at the time of my visit the boys, many of whom were having their first experience of success in school, were singing, and the title of the song and the burden of its refrain was "give a man a horse he can ride".

Just as it is the responsibility of the school to see that there is an educational horse adapted to the riding skill of every pupil, so it is the responsibility of the attendance worker in conjunction with other school personnel to see that horse and rider meet.

Most of our schools are making increasingly possible programs of study



suited not only to the abilities but also to the individual interests and special talents of their pupils without sacrificing certain skills and knowledges necessary for all.

The child who runs away from a school situation which is either boring him or presenting him daily and hourly with problems he cannot solve, and thereby exposing him to the ridicule of his classmates and the lowering of his own self-esteem, may be giving evidence of better mental health than one who stays in a boring or humiliating situation.

Other "outer stresses" which the attendance worker may be interested in removing in order that the child's own interest and responsibility may bring him to school have to do with actual physical neglect or abuse in his out-of-school life. Adequate clothing, food and rest and freedom from physical abuse are essential for every child. Where these minima of physical care are lacking no technique will or should be effective in making demands for expenditure of energy in school attendance when not enough is available to sustain physical health. It is the responsibility of the attendance worker to see that the physical needs of non-attending children are met. This is not a simple process. It requires a knowledge of the individual child and of his situation, and of the community resources available for alleviating it. If those resources are to be used effectively and economically it means skill in their *discriminative* use. Does parental neglect reflect lack of resources requiring economic assistance by a tax supported agency? Does it reflect physical or mental illness of the parents requiring the help of some other social agency? Does it indicate an unwholesome attitude toward the child more damaging to him than the lack of food itself? Does it seem that this attitude is one over which the parent himself is uncomfortable and which he might want to work on through the use of some community resource? Might he like to be directed to a children's agency where he could determine whether he really wishes to keep his child with him, and where, if he does not, he could arrange for temporary or long time placement? Is he at this time so unable to behave responsibly in relation to his child that it will be necessary for the court to take responsibility for him? *The attendance worker is a coordinator of community resources in the interest of the school child* who is giving evidence, through truancy, of the community's failure in relation to him. The modern urban community has a multiplicity of social resources or social agencies available both for the non-attending child, in his own right, and for his parents. In the interest of helping any persistently non-attending school child, considerable skill is required to know *what* community service to call on, and *when*, and *how*.

But in the case of many school children who present problems of non-

attendance there is no discoverable "outer stress." As far as can be determined the school grade placement and program content are suited to individual interests and capacities and there is no gross physical neglect or abuse in the environment which needs remedying before regular school attendance can be expected.

In such instances the attendance worker looks for inner stresses which are interfering with school attendance and probably resulting in other disturbances of behavior as well. By "inner stress" I mean worries, fears, feelings and attitudes which the child has developed as a result of what has happened to him, whose net result is to make it difficult or impossible for him to do what the conscious responsible part of himself wills. We express this in common parlance when we say, "I couldn't make myself do it. I knew I ought to, but something in me wouldn't let me." So it is with the child. He knows he ought to go to school, but something in him won't let him. He can't make himself do it. And usually he is quite unaware of what that something is.

Sometimes it is a deep and deeply distressing feeling of being unloved, usually by a parent, most frequently the mother, and this feeling may be made worse if it is accompanied by a feeling of being unloved by someone who stands somewhat in the position of mother to the child five days a week, the teacher. When I speak of the "love" which a child needs to feel from the teacher for his healthy development I would like to identify it as the kind of love described by Saint Exupery in his "Wind Sand and Stars." He wrote, "Life has taught us that love does not consist in gazing at each other, but in looking outward together in the same direction."<sup>1</sup> Every child, and particularly one who suffers from being unloved at home, is helped by a feeling that a principal or teacher or attendance worker or someone else in the position of parent loves him at school in the sense of being interested in him as a person, interested in his interests in a warm friendly way—in the sense of looking outward with him in the same direction whether in the direction of building a boat in manual training class, computing the rate of interest on a 60-day note, or considering with him his responsibility in relation to school attendance.

Dr. Morris Reimer in writing of "Runaway Children" whom he defined as children who repeatedly run away from home for periods longer than twenty-four hours at a time and whose running away has antedated puberty, says, "Marked stunting of the emotional ability of the parents is invariably encountered with consequent inability on their part to display spontaneous

<sup>1</sup>Saint Exupery, Antoine de. "Wind Sand and Stars," Reynal and Hitchcock, New York City, 1939, page 288.



affection toward their offspring . . . It is small wonder," he concludes, . . . "that these children run away or that they become distrustful of the big people around them . . . of paramount importance is the incessant quest for parental affection. The various places and sought for spots in their travels represent illusory havens where they hope to reconquer at last the love denied them at home."<sup>2</sup>

Children whose truancy from school is accompanied by the kind of running away from home which has been described above may be looked upon as having a severe emotional illness. They need the services of a psychiatrist such as may be secured through referral to a Child Guidance Clinic and there is no guarantee even then that their illness will yield to treatment.

Some children who truant from school may be reacting to less severe emotional deprivation than those whose truancy is accompanied by running away from home. Through feeling the principal, teacher, and attendance worker's interest in them, they may come to see the school as a place where they feel liked and wanted, where they can have confidence in the steady interest and affection of the big people around them. Such one-time truant children have been known to come to "hang around" the school at lunch hour and after school and to postpone going home, to feel of school what was so directly and genuinely expressed by a four-year-old who said gravely after his first day of nursery school, "This is a good place to be. I had a good time. I'll come again."

It is too much to expect the classroom teacher or attendance worker to offset long-standing feelings of distrust of grown people and even open aversion to them which may have been engendered through years of living with indifferent or actively hostile parents, but mild degrees of lack of confidence they can offset, through being the kind of adult a child can have confidence in. Through being that kind of person it is possible for school personnel to do far more than keep a child in school. It is possible to alter the whole direction of his life through helping him to feel more kindly and confident in his relations with other people.

Another "inner stress" which may cause a child to play truant may arise from his having been spoiled or over-indulged by well-meaning parents. Such children are accustomed to wanting what they want when they want it and getting it. They are unable to endure any situation, including school, which does not gratify their every and immediate wish for pleasure. These children have not been helped to grow up in the sense of learning to postpone immediate satisfactions in the interest of later and

<sup>2</sup>Reimer, Morris. "Runaway Children." *American Journal of Orthopsychiatry*, July, 1940.

larger ones or to "wait with confidence" as someone has put it.

From the day we are born we all begin to experience mild degrees of frustration. We want something and it is not immediately forthcoming . . . first, it is a nursing bottle; later a vacation with pay. If the first person who dispenses our frustrations and gratifications, usually our mother, has been kindly and well disposed toward us, has neither withheld satisfactions too long or altogether nor given them so quickly that we never learned to "wait with confidence," we have gradually become accustomed to larger and larger doses of frustration. Again in everyday language, we have learned to "take it." We have learned that going to school every day and suffering the curtailment of pursuits more immediately pleasurable was worthwhile and we may even have come to find some satisfactions in school itself.

But these children we have described have been deficient in this kind of training, and because they have never learned the little lessons of frustration in the nursery, they are unable to bear any frustration at all. Scolding and nagging are of no avail. They only increase the painful elements in a situation already so painful the child has run from it. Consistent setting of limits the child recognizes as just, and holding to them with kindness and firmness over a considerable period of time may help him learn in school what he should have learned long ago in the crib. Often this setting of limits needs to be accompanied by interviews with the child and with his parents which help him and them understand and take responsibility for themselves in this particular situation.

Again a child may be finding in school in the persons of his classmates children who remind him of brothers and sisters at home who outshine him. He may be angry and defiant at having to play second fiddle at school when that has been his orchestral position all his life. By running away from school he avoids a comparison of himself with others when comparison is too damaging to his self-esteem.

Or the truant child may be one whose parents have no feeling that school attendance is important. In his running away or staying away he takes over their attitudes with no qualms of conscience whatsoever.

The conscience of each of us develops as we make our own parental ideas of what is right and what is wrong. Gradually those ideas become incorporated within us or internalized, and act as conscience long after actual contact with the parents has ceased. If the parental ideas of right and wrong coincide with the community's ideas of right and wrong, the child develops a social conscience. But if the parents' standards of right and wrong are different from the generally accepted standards in the

community, and if the child loves his parents and is loved by them, he will take over in his early formative years *their* ideas rather than those of the community in an attempt to be like those whom he loves and admires. For example, if the loved parent thinks school attendance unimportant, the child will think school attendance unimportant, and may fail to attend.

If on the other hand, a child feels unloved by parents who approve of school attendance he may out of defiance refuse to accept their standards, and truant from school or engage in other socially unacceptable kinds of behavior to spite them.

There are other more serious and complex psychological roots of truancy which are beyond the scope of this paper to consider, but perhaps enough has been said to suggest that non-attendance in school, when it is persistent, is a symptom of a stressful situation either external to or within the child or both.

The attendance worker concerns herself with understanding the meaning of the truancy to the particular child and with undertaking whatever remedial measures are indicated.

And this she does, not just because it is the law that a child attend school, but because the law represents something she affirms as being good for the child and good for the society of which the child is a part. These remedial measures include arranging with other school personnel for modification of conditions within the school, calling on appropriate community resources, and having interviews with the child and with his parents designed to help them use the school and community resources in a responsible way. Such interviews may need to extend over a long period of time because attitudes are a long time in the making and an equally long time in the changing. They require a degree of skill and professional preparation which attendance workers are increasingly interested in securing.

The social case worker believes she may have a contribution to make not only in terms of the case work process as it can be used in attendance work, but also in terms of certain principles of administration of such a department in a public school.

An attendance service is often effectively administered when it consists of two branches—comparable to the Intake and Follow-Up Departments of most social agencies. All of the attendance workers whether in the Intake or Follow-Up Departments desirably have the same understanding and the same professional education. Those in the "intake department" see the child on the occasion of his first truancy or his first truancy after a considerable period of time, and refer to the follow-up departments only those children who need a sustained kind of case work help to enable them to



attend school regularly. Children who show in other ways than non-attendance that they are not making a full use of the school experience, are also served by workers in the follow-up department. An attendance service thus inclusive in its function might properly better be called by some such name as Personnel Service or Counselling Service.

But what the social case worker brings to attendance service which is more important than any learned techniques as such is an attitude or philosophy about people as individuals in their own right and in relation to each other. And this attitude or philosophy is an expression of the kind of person she is, made conscious and available for use in a controlled responsible way through a period of professional preparation. Because it is an expression of herself it is manifest in everything she does—in her relationships with truant child, his parents, teachers, principals, and representatives of other social agencies, though her functional relationships to them may differ. This is the sum of that philosophy. Every human being is the product of his constitutional equipment plus what has happened to him and what he has done about it. The way he feels about things and what he does is his attempt to get along in the world he lives in. It is the best way he knows at this time and the way he has found most successful. I may think that other ways would be pleasanter for the people around him and better for his own fullest functioning, too. But it won't do any good to tell him so. His ways may not be my ways and why should I expect they would be. Our "givens" were different, our problems have been different, and our solutions are understandably different. Therefore there is no place for praise or blame.

My function is to help this truant child use school. I represent certain limits to him and I believe that within those limits there is opportunity for his creative functioning. But I can understand that he may fight against them and against me because I stand for them. I will do what I can to remove stresses which block his own responsible use of himself in the matter of school attendance. I may have to take responsibility for him or see that the appropriate community representative does at times when he cannot take it for himself. But my goal is that his regular school attendance shall be one indication that he is better able to use himself responsibly than before I knew him.

When the attendance worker offers services which are an expression of this philosophy, she does more than keep a child in school. She helps to make the school, of which she and he are parts, the kind of social institution that expresses and preserves certain human values in which she very much believes.

## VISITING TEACHER CASE OF YOUNG CHILD WHO REFUSES TO GO TO SCHOOL\*

Mrs. T. This is another one of the young child who doesn't go to school. Pattie is a very attractive seven year old girl who hasn't been in since the middle of September. She is in second grade, is intelligent and did very well last year. There were two or three substitute teachers but neither the school nor the parents know of any incident that would cause this behavior.

Miss B. *What is the family set up?*

Mrs. T. Pattie is the youngest of seven children. She has been sort of the pet of the family, until this fall and they became ashamed of her refusal to go to school. The father, Mr. Johnson, is a steady, responsible mechanic, but his earnings can't meet the needs of his large family, so the mother works, too. She leaves their third floor flat about 2:30 in the afternoon and gets home around midnight. There is an older sister who has a job and a brother in the army. The other children are in school.

Miss B. *How has the mother met this problem?*

Mrs. T. The mother has been very much concerned. She has whipped Pattie to try to make her come to school; she has punished by putting her to bed; she has promised her all kinds of special treats. But she isn't able to get Pattie to go down the stairs with her. Mrs. Johnson has made all *kinds of threats*. She told Pattie she'd call the police or that maybe the truant officer would come in a car and force her to go with him.

Miss B. *It seems that this is a case worker's role within the school set-up. How do you plan your treatment?*

Mrs. T. Pattie is pretty much cut off by fear. Her symptom is to produce a temperature whenever pressure is brought upon her to go to school. The mother is willing to help and gets the idea readily. I've had a conference with her without Pattie's knowledge. I've had two treatment conferences with Pattie. First we looked at and read one of her books. She likes to read and she likes stories. And I've taken in my Michael Finnegan book. You remember Michael, the yellow cat. He's a fine, young, curious cat. He decides that he will venture from his cozy basement home to see the great world outside. Pattie says her neighbor has kittens and I hope we can get across the street to see them. Pattie has

\*Presented as one of several cases in study of attendance problems in Hartford, Connecticut, by Ethel Batschelet.

not gone out of the house during school hours, and will not go down the stairs at all with her mother. When the mother took her out earlier this fall she told Pattie they were going to do one thing and did another that Pattie did not want to do, so that it is necessary to build the child's confidence in the case worker before we can get her very far. I plan to gradually get her outside the house and eventually to school. She has gone as far as the porch with me with ease. Of course in the meantime there will be preparation with the teacher and the principal in having them enter into the plan of her reception at school.

Miss B. *This treatment will take weeks and probably involve conferences with our psychiatrist. Is the principal willing to carry this absence on the register?*

Mrs. T. Yes, she feels it is the same as a physical illness.

Miss B. *It seems several things are being accomplished. A child of seven is being given treatment in time to allow her to have a happy school life and the school personnel are learning the importance of individualizing children.*



# A COMMUNITY'S CONCERN FOR ITS CHILDREN BRINGS A VISITING TEACHER PROGRAM TO THE SCHOOLS\*

By CHESTER L. BOWER

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In October, 1944, the School Board of the Houston Independent School System voted to establish a visiting teacher program. For some individuals in the community, the vote was the go signal for a piece of work in the schools which they had long been working to establish. For others, it was not only something they wished to see established, but it was the re-instatement of a program which had once been instigated but which was abandoned during the "curtailment days" of the depression.

It is not the purpose of this article to recite a success story of community organization. However, there are many in the community who hope that the action of the School Board, above referred to, is the beginning of a success story. They are counting heavily upon the visiting teacher program to justify their faith in it as a sound mental hygiene program and to reward their efforts at getting it started by turning in a performance on the job that will result in increased happiness and satisfactory school adjustment to scores of Houston youngsters.

Neither is it the purpose of this article to describe what might be expected of the visiting teacher program after its establishment. That task can better be done by persons who have special insights and skills in visiting teacher work. They are in a better position to state what might legitimately be expected from the program under ordinary circumstances and to evaluate the Houston work as it gets under way.

It is the purpose of this article to describe what happened in this community that led to the School Board's affirmative action. In other words, it is a community organization story. To attempt to describe accurately what happens in such community action is hazardous. The situation is complex and likely to be over-simplified and thus misunderstood. Also, one is likely to magnify the importance of those things which he knows

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most intimately and to ignore forces which are in action but of which he is unaware. Risking such dangers and recognizing the limitations, however, here is one version of what happened in Houston. Persons who may wish to see similar things happen in their communities and other persons who wish to make sure that no such things happen in theirs, may equally find solace or concern in this recital.

One of the most interesting observations about how the visiting teacher program came to be established here at this time is that it did not come about as a result of the activity of a group who banded together for the definite purpose of getting the program started. The Visiting Teacher Committee, which eventually did the footwork that influenced the School Board, was rather the outgrowth of a process begun on quite a different matter. It was that "different matter" which gave impetus and strength to the movement.

As far back as 1941 Houston began to talk about the growing juvenile delinquency rates. No one knew really whether the rates were actually rising faster than the population, but everyone was sure that such a trifling matter of fact made little difference. The rates, whatever they were, were too high. The nation was becoming aroused. The chief of the F. B. I. was making statements that were billboarded over the country. Studies of the rising rates of juvenile delinquency in England, due to the stresses and strains of war, were being spread on the pages of Social Work publications and found their way into the Sunday Supplements of the *New York Times* and other large newspapers and were abstracted in the local press. Houston was booming with industrial activity that was war inspired. The streets were becoming crowded with men and women in uniform; people in steel helmets of various colors crowded at the bus stops and filled the dime stores. Folks were excited, and they were a little afraid of what was happening.

Amid all the noise, and constantly present among the many things that caused people concern, was the topic of juvenile delinquency. Various organizations were suggesting that this or that thing be done, but there was little unity on the action side of the agitation. There was almost as little agreement on what should be done as there was general agreement that someone should do something. Suggestions were made in the press by various organizations that "the Council of Social Agencies, being a "coordinating organization," should do some coordinating. The Council was not unaware of the situation and in 1942 began to talk about the organization of a "Youth Services Committee."

Even after the various Sections of the Council of Social Agencies had

discussed and approved the idea of a "Youth Services Committee" and had sent it to the Executive Committee where it was enthusiastically approved, no very definite notion of what the committee should do had been formulated. It was enough that the Council was out to organize a big and inclusive committee of important people—"representative of the entire community." Everyone was for it. The papers carried news stories and editorially approved. A hopeful note had entered the scene, and there was a period of a few weeks when comments generally were favorable and somewhat hopeful.

Under this surface of optimism, however, an interesting process was going on. The Executive Committee of the Council of Social Agencies appointed a small committee to recruit the members of the Youth Services Committee and to appoint a chairman for the Committee. Letters were sent to over one hundred "important people." Many of the persons invited to membership were persons who had had little connection with organized social work in the community, but they were well known in other areas of community activity, such as Chamber of Commerce and Industrial groups. Of course, many prominent persons from all walks who were and had long been on Boards of Social Agencies and active in Community Chest drives and other civic and philanthropic activities, were included. The response to that letter was indicative of the enthusiastic public acceptance of the idea. The very few refusals were because of illness or absence from the city or other very legitimate excuses. One item in the letter of invitation apparently caught people's eye. That was to the effect that every effort would be made to keep the meetings of the Committee to a minimum and that an Executive Committee of about fifteen persons would be appointed to do the spade work for the larger committee.

It was at the point of getting an Executive Committee for the Youth Services Committee, a Committee that would *work*, that a hitch developed. An even more important hitch developed when it came to choosing a Chairman. This was a job that would be watched by the Community, and it was going to take time! Refusals to accept the chairmanship came from some prominent men who were approached one by one and were perfectly understandable in those busy times, but disappointing to the group who hoped for something big and fast out of the Committee. An enthusiastic, young executive from a business concern, who was nevertheless a comparative newcomer to civic affairs activities (by comparison with others who refused the task), was eventually appointed chairman. He and the Executive Committee went to work.

The Executive Committee was a group of about fifteen persons. There



were lawyers, professional social workers, a member of the School Board, Police and Probation Department executives, and other varieties of just plain citizens on the Committee. They were a hard working crowd. For a period of months they met once a week to discuss what could be done in Houston to make the City a more desirable place for children. They studied all the available "research" material on juvenile delinquency in the city. They selected a section of the city for first hand observation and study. They absorbed the output of the Research Bureau of the Council of Social Agencies. At the outset of the work their motto was speed.

One fact was constantly before the Committee: whenever you talked of the welfare of Children—no matter whether you were thinking of the delinquents, the dependents, the neglected, the truants, the child workers, or what not—the schools were continually in the center of the picture. The school was the one institution that saw all the children, or the committee undoubtedly would amend the statement to say, the one institution that was *supposed* to see all the children. Another factor began to be discovered: whenever there was trouble with children, the school was pretty likely to have been in a position to have predicted it long before it happened. At first there was resentment to this fact. If the teacher knows a child is beginning to get in trouble, why doesn't she do something about it? But what can she do? And here the tone of the inquiry changed. There came to be much more sympathy with the teacher and with other persons in the school system who wanted to see constructive measures taken. There grew a concern to make this matter an official responsibility of the schools.

It was at this point that some members of the Committee became aware, for the first time, that Houston had once had a visiting teacher program in the schools. In 1929 one worker, a trained visiting teacher, had been put on the staff. In 1930 the part time of one additional person was made available for the visiting teacher program. Under even the most favorable of circumstances, such a small amount of work might well have gone unnoticed in a system of this size. But such was not to be the case here. The program attracted the attention of its well wishers and the attention of the "economy bloc." In 1931 the part time worker was removed. For the next three years the remaining visiting teacher was given more and more regular classroom work to do. Eventually she was devoting only about one third of her time to visiting teacher work. In 1934 she resigned from the school system to work in the Bureau of Mental Hygiene. The visiting teacher program in the school was completely abandoned. This history was reviewed with interest by the Executive Committee. More information was requested about the nature of visiting teacher work.

Teachers from the Public Schools were interviewed to get their reaction to the suggestion of a visiting teacher program. School principals, teachers and supervisors, PTA members, a former Juvenile Court judge, and many others expressed their interest and desire to get the visiting teacher program into the schools. The more the members of the Executive Committee talked and studied the more they were convinced that there were many problems. Juvenile delinquency was the most talked about, but it was not the only one. They discovered that children were unhappy for various reasons and needed help on many things. They discovered that a fundamental problem was one of improving the conditions of living, working, and going to school. One by one they discarded the fly by night, temporary, or spectacular "solutions" to problems and settled down to talking of long range programs that were needed in the community.

One member of the Executive Committee was active in the Junior League. She also was interested in the schools. She became a "natural" for the Chairman of a Sub-Committee to investigate the possibilities of a visiting teacher program. The Sub-Committee soon became known as the Visiting Teacher Committee.

This Sub-Committee named to its membership several persons who had become—or in some cases who had long been—interested in the visiting teacher program. (The person who had been the "Visiting Teacher" in the 1929 to 1934 period was an active member of the Executive Committee and the Sub-Committee.) This little group carried on a series of meetings and discussions on the possibilities of the program that attracted the attention of the community. Events as well as interest in the community aided them. The State Mental Hygiene Meeting which was held in Houston the previous year had devoted one program to a discussion of the relationship of social work to schools. A prominent school person, long nationally known in visiting teacher affairs, was brought from another state to hold public meetings and to discuss with Houston the possibilities of the program.

All this time there had been no formal approach to the Board of Education, but the members of the Board were well aware of the movement in the community. Indeed they could not have been aware of the community without this knowledge, for by this time various organizations were feeling that the effort to get the program into the schools was their effort.

The mechanics of the Community Organization process are of interest at this point. Whether by design, good sense, or pure luck one cannot be sure; but, for whatever reason, the activities of the several interested groups and individuals worked out well together. The chairman of the Visiting Teacher Committee, who was constantly the dynamo back of the interest in the

school program, continued her active participation in the Executive Committee of the Youth Services Committee. Here the wide community picture was constantly before the group. The community's needs were in constant review. The stories and concerns about real children were kept in the discussions. The visiting teacher program was seen not as the cure all for delinquency—or indeed a cure all for any ill. It was seen as a necessary function of a school system that was to take seriously the charge of helping every child to do his best. The relationships between the schools and the various social agencies were examined. The role of the visiting teacher as an aid to the classroom teacher was discussed.

The committee came to see that the visiting teacher was in reality a social worker whose special training and school assignment enable her to help boys and girls who are having difficulty in school. By aiding children who are having trouble to do their best work, she is helping the classroom teacher and making that job easier and more efficient.

Stories such as this one from actual experience in the Minneapolis schools influenced the Committee's thinking:\*

"Harry is impossible in my room," the teacher told the principal. "He is defiant, won't work, fights with other children. Eleven years old, in 7B, but he's failing."

"And you've tried everything?"

"Yes, praise, punishment, nothing helps."

The visiting teacher went to his home and found he was living in a comfortable house with the grandmother, his parents having died when he was a young child.

"Don't tell me," his grandmother said. "He's stubborn, sullen. Only reads and writes poetry. Runs around for birds and insects. Won't help me. And children won't play with him. Fights them. How can I help it? If it were not for him I could spend my old age traveling around."

His grandmother spoke of her own talent in art and of how she had always wanted Harry to be an artist. "But he's awful! Doesn't mind me in anything. I scold and scold. I'm fed up with him."

His past teachers were consulted. Since he entered kindergarten he was a problem. "An attractive child," one teacher said, "but always demanding attention. Talked loud, shuffled his feet, slammed doors, laughed at children, at teachers." For several years he had been a problem!

The visiting teacher called on the assistance of the psychologist and psychiatrist.

\*A case study from the pamphlet "Meet the Visiting Teacher" published by the Minneapolis Public Schools.



Harry was found to be very bright, test giving him a rating in the upper 2% of population. In reading he was four years beyond his grade.

He told the psychiatrist that teachers did not like him, children would not play with him. "Books are my friends. I like to walk alone."

Harry was a sick boy emotionally. He was sure his grandmother did not love him. To cover his loneliness he fought with children and with teachers.

In conference it was agreed that Harry be double-promoted, that teachers build up his confidence by praise, by encouragement. His grandmother was given an insight into her own and Harry's difficulties, which made a change in her attitude. His social activities were programmed through the Boy Scouts and Y.M.C.A.

Here was a boy whose whole life was being blighted and his character distorted because he could not find love at home, at school, or with other children. Everyone disliked him. The visiting teacher was able to discover what was causing his problem and, through skillful work, was able to change the attitude of his grandmother and teachers so that he could give up his retaliating behavior and become a reasonably good boy.

This information was carried back to the Visiting Teacher Committee and there amplified and expanded. The Committee formulated a plan to present to the Board of Education that was based upon not only their own thinking but also upon the active advice and consultation of the American Association of School Social Workers, which is the national visiting teacher association.

One idea became a must in the program of the Committee. If the Houston schools were to have a good visiting teacher program they must have trained personnel. Probably the best combination of experience and training is to be seen in the individual who has had some school teaching experience but who also has been trained in a graduate professional school of Social Work, said the Committee.

The Visiting Teacher Committee worked these ideas, and many others, into a comprehensive plan for the program which they wished to see developed in the Houston School System. At the same time other sub-committees of the Youth Services Committee were at work on other plans. When these plans were formulated for a city wide program, the full Youth Services Committee was called to meet. This was the first full meeting of that committee and in fact the only meeting that committee ever held! Until this time it had been a paper committee that had been kept advised of Executive Committee activities by letter.

Over one hundred persons attended the meeting which was called to

hear the report of "their" Executive Committee. The report recommended a "five point program." The point that brought out the most discussion and that seemed to be THE thing to do was the recommendation of the Subcommittee on a Visiting Teacher Program. The five point program was approved, but the discussion returned, in spite of the Chairman rather than because of his influence in that direction, to the question of how the School Board could be influenced to act upon the visiting teacher suggestion. It was not mentioned, though everyone was aware that the meeting itself would probably have some effect upon that body.

A few weeks later the Board of Education granted the Visiting Teacher Committee a time to present their request. The meeting was open to the public and was well attended. The Committee presented their request with a battery of backers prepared to have their say in favor of the program.

It would be unfair to say that there was opposition to the program, for there was no openly stated opposition. But it is equally unfair to imply that because there was no vocal protest that the program was immediately acceptable to the Board. The backers of the program were well aware that their greatest opponent was the same one that defeats many proposals for the good of the community . . . just other things that have to be done first. One member of the Board questioned whether or not it was the business of the schools to be helping children who did not get along like the average. "After all," he said "wasn't that the business of the social agencies?" Upon having that question answered positively and immediately by the visiting delegation, the Board spokesman said that he was merely asking for information and not to oppose.

The School Board did not vote in regard to the program for several weeks. During that time the members of the Visiting Teacher Committee were active in keeping community discussion alive on the question. Even following the announcement of a positive vote on the program, authorizing the Superintendent to hire personnel, the Committee remained active in advising the Superintendent about personnel standards for the job and methods of recruiting applicants for the positions. A qualified, trained, and experienced visiting teacher was hired as the director of the program. She in turn has been empowered to hire her visiting teacher staff. Since trained persons for these jobs are as scarce as the proverbial hen's teeth, it may become necessary to recruit likely candidates locally and see that they get the proper training in Schools of Social Work. The program, coming as it did out of sound community planning, has the long view. Hence, the Community feels that it is their program and that it is here to stay.

# FACTORS IN VISITING TEACHER-CLASSROOM TEACHER RELATIONSHIPS\*

By ALMA LAABS

Supervisor, Visiting Teacher Staff, Minneapolis Public Schools

All children living in our democracy have certain inalienable rights. One, is the opportunity to experience and to use to their fullest capacity the educational program offered by our American schools.

The schools have a certain opportunity to assist and to lead in the growth and development of such children. The schools accept this opportunity and also their responsibility, in a community partnership with parents, churches, recreational and group work agencies, social work agencies and law enforcing agencies. Each member of the school's personnel has a part in this contribution to the development of children and although each may have a specific function, their efforts must be merged and related, understood and accepted. To complement, to effectuate and to extend their services must be merged in and related to the entire school program and must be understood and accepted by other school personnel as she in turn must understand and accept the services and the function of the entire educational staff.

Analysis of the problems presented by a particular child as to causes and as to possible adjustment, is intrinsically a result of the reviewing, the pooling, and the acceptance of the facts as presented by each person and of the role of each person: parent, teacher, caseworker, doctor, visiting teacher, and others interested in the child. In all of this constellation, it is the classroom teacher who is in the continuing and the strategic position in relation to this child's and other children's adjustment to school. She must be a part of and be concerned with the study of the individual child and with the planning for adjustment of his problems. She does have specific functions and responsibilities. She must be concerned with the achievement of all children in her room and with effect of one child's behavior on the other children. What she does for any one child must be done in relation to the other children as to amount of time she gives him, and as to manner and means she uses in dealing with his behavior. She must give cognizance to the portion she gives to all of these children, and to what they accomplish in their time with her, in the continuous over-all progression from beginning to end of their school experience. She helps

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in the growth and development of the kind of children we need and want in our democracy as she helps them accomplish certain tasks; as she accepts with them their special abilities and their limitations in various areas; as she supports them in their efforts or at their times of failure or indifference; as she finds opportunities for leadership according to each child's ability; as she requires that they finish certain work; as she encourages, strengthens, redirects or corrects their behavior with others.

As the teacher works along with the class she is aware of the individual child who is never able to finish his work, who is fidgety, who cannot concentrate long enough to follow through on any project; or the child who resists and at times openly defies suggestions and directions; or the child who has no confidence in himself, is anxious and fearful; the one who just sits and dawdles; or the one who stays away from school as a truant or on many excuses of illness; or the one who shows lack of home care and supervision. It is not a question of failure or success with this child on the part of anyone but a bringing together of all of the resources of the school and the community for diagnosis and understanding.

Of major importance is the acceptance of an objective viewpoint toward the child, his behavior, ourselves and those who are working with us. If we have confidence and acceptance in the partnership of the teacher and Visiting Teacher, there can be freedom, strength and effectiveness out of their work with and for the child.

The very manner of the introduction by the teacher of the Visiting Teacher to the child or his parent is a determining factor in the way the child and parent can use the Visiting Teacher's services. The Visiting Teacher is not someone to check up on him or his parent or to punish or discipline, nor to pamper and protect. She is someone who will hear what he is saying, accept and try to understand what he is feeling and will try to help him find some way to get along a bit better. She will also hear what the parents have to say or see what they are going through and how they feel. She will try to help them meet this child's needs in the relationship of parent and child. The child, as he comes to feel secure in his relationships with the Visiting Teacher, can be an individual with her and participate in the two-way relationship of worker and client. In this relationship he may be able to tell of his anxieties, his fears, his resentments and his desires. He can admit that he is "just dumb", that kids don't like him, that the teacher doesn't or can't like him because "she hollers" at him all the time, that his mother or dad think he is dumb or not as smart as his brothers or sisters, or that his parents don't care what happens to him, or that he doesn't like or feel like other kids in his room.

This relationship of child and Visiting Teacher need not weaken the teacher-child relationship. The Visiting Teacher-child relationship is based on the fact that this child needs particular help to use the resources of the school or to do his part in the classroom group. She is there to help him with his problem and to help him so he can more adequately be a part of the classroom, and be more ready in attitude and feeling to attend, to achieve, and to participate with others in the classroom. She sees him as an individual but she must not lose sight of the relation of this child and his behavior to the other children and to the teacher. The teacher must deal with the child and his behavior during each school day and with the group reactions. Out of the two-way relation of child and Visiting Teacher she can help gain insight into his behavior in a group and in what the teacher **does or must do about him, and what he does.**

Again it is intrinsically true that most of us cannot talk over and work through our feelings or our behavior with the person who is in daily contact with us or who has such breadth of influence on us as teacher and parent have on the child. This, of course, is dependent on the individual problem, the child, the teacher, the parent. But the teacher must correct, discipline, deny and fail the child at many points for the good of others as well as for himself and thus in some cases he would be inhibited in **revealing his true self.**

The Visiting Teacher should let the child know that she will be in continual contact with the teacher, that the final decision of some issues is in the teacher's hands, and that she, the Visiting Teacher, will not back him in evading his responsibilities or the results of his behavior but will try to help him deal with them. Besides the relationship to the child, or client, is the very real and important relationship of the Visiting Teacher and teacher. They share their knowledge and their relationship to the child. They assess together how each can deal with his problems in their respective roles. It is possible at times that they will not agree or see things the same way. It is vitally important that they know and review together the facts that made each reach her decision. They must feel free and confident to **express their opinions and feelings.**

Because human nature and human needs are what they are, the child may represent or use his relationship to the Visiting Teacher or the teacher in such a way that friction could arise in teacher-Visiting Teacher relationship, so again confidence, acceptance and objectivity are basic. There will be times when the confidence of the child must be respected and some facts cannot be passed on without consent of the child or at least without telling him we feel we must tell certain people certain facts. However, most information

known by the Visiting Teacher is shared by her with the teacher. Such information should be shared and used for the common objective, the good of the child. There should be wise choice of information shared, not because teacher and Visiting Teacher do not and cannot use it thoughtfully but for focus on such information as has value to each so that she can do her work more effectively.

This three-way relationship of teacher-child, Visiting Teacher-child and teacher-Visiting Teacher is duplicated by the work with the parent. There is a parent-teacher, parent-Visiting Teacher, and teacher-Visiting Teacher relationship. In the work with the child or the parent, we give cognizance to another most vital relationship, that of parent and child, and the effect of that relationship on all of the others but will not discuss this area of relationships further in this particular paper.

Many of the points of relationships and functions in work with the child are also significant and must be given consideration in teacher and Visiting Teacher relationship to the parent.

For a number of children there may be needs and problems which must be met by outside resources such as social agencies, health agencies or legal authority. The Visiting Teacher facilitates the contact between the outside agency and the parent or child by preparing each for the contact as situation may require. She assists in establishing a closer and continuing relationship between the community workers and the school personnel. She may serve as a two-way channel for information, or she may advise or arrange for conferences of teacher and worker. There may be specific situations when the Visiting Teacher will have to face with the child that his behavior is such that she must refer him to legal authorities, as she may need to give the teacher or principal reports which may entail disciplinary measures on the part of the school. Most children can accept this and still feel certain security in their relationship to Visiting Teacher when it is handled in fairness, in justice, in warmth and acceptance.

To bring about noticeable change may take many hours and much effort over a long period of time. The teacher may not see any results from the efforts of the Visiting Teacher, community workers or from her own. The Visiting Teacher may reach the place where she can see little or no change. Forces may have been in action so long or be so strong that change will be slow and in some cases, even ultimately very slight. In some it will be difficult and baffling to ascertain what basic factors are making the child respond in a certain manner and again the combined efforts of those interested in the child will seem ineffectual. If we can again pool our thinking, our information and review together just where we are, what we have



accomplished and what we have not accomplished, we may be able to see what steps we can take or what we can do to keep the situation from getting worse. These steps may seem very minor in light of the over-all problem and causes but may lessen the pressures on the child, or may give the child or parent a feeling that there are sources to which they can go if things get worse.

This sharing of our limitations and our failures tends to disperse criticisms and to create confidence and understanding.

In conclusion, we repeat that of major importance is an objective and diagnostic viewpoint to the child, to his behavior, to ourselves and to those who are working with us.

## THE MANAGEMENT OF PAUSES

By EDA HOUWINK, *Assistant Professor of Social Case Work*

School of Social Work, University of Toronto

Toronto, Ontario, Canada

If communication between two people were always verbal the process of interviewing would be greatly simplified. However as we come to analyze more closely the forces of communication we see that it is made up of many things, including things said as well as unsaid, tone of voice, quality of voice, hesitations, gestures, facial expressions, body postures and so forth. Not the least of these are the silences that develop along the way. Because students and untrained workers have a difficult time in meeting a pause in the interview, I have found it helpful to analyze it in an attempt to understand what created the pause and what it is made up of. Once this is done the pause is no longer frustrating and its management in the interview follows more readily.

A beginning worker is too aware of her own professional inadequacies and inabilities, and because of this she is apt to see the pause as a confession of her own failure and this further threatens her and impedes her work. If she can be helped to become diagnostic about the silent places in the interview she is strengthened in an additional area of her performance.

Pauses are inherent throughout nature as periods of rest and recuperation, of preparation for continuing with the work at hand, whether it be the beat and rest of the heart or the sleep of an animal which alternates with days of play and prowling. Pauses in an interview are more complex than this for they exist in people who have found a Gordian knot of conflict within themselves with which they can not longer live and which they bring to the worker for help in unraveling. Pauses in the interview serve many purposes other than recuperation and preparation.

Pauses may be said to be pregnant; they convey the presence of something which can be understood and managed. In thinking through the possible meanings of pauses that develop in an interview, it is difficult to catch all of them for the close analysis of a new interview may reveal other forces behind them than the ones discussed here. However an attempt to study even a partial list may prove helpful even though the pauses have been separated from the context of an interview. In varying ways a worker, too, may be grappling with a pause in her own performance and have to work it through before she can become meaningful to her client.

1. A pause may develop because the client has come to the end of the

road and there is no more to be said in the area in which he has been talking. Sterility may also result from a basic inadequacy in the client, a not too alert mentality. If we are quite honest, a pause may also result from a feeling of inadequacy in the worker when she is not sure what to say or do because the material that the client presents is beyond her capacity to handle. This is more true of the inexperienced worker and the student in training, but it may at times occur with the best of us varying with the depth of the material presented and the worker's skill to meet it.

2. A client may remain silent because he is uncertain how to go on. He may be fearful of the worker, fearful of himself, fearful of the material that is going around in his mind. He may be thinking, weighing, planning how to say it, or how much of it he can afford to bring out, or how to bring it out. This generates a certain amount of discomfort, a reluctance to continue that needs to be respected so as to help him work beyond it.

3. A client may be silent because he is waiting for reassurance from the worker. The worker will have to decide diagnostically whether to give it or not, whether it is better to let him work through his difficulty by himself or to be supportive so as to help him beyond. The worker is also extremely careful that her giving of reassurance is truly drawn from the client's need for it and not from her own need to be reassuring because the material he is bringing out touches off a sensitive spot in herself.

4. The client may be testing the worker, wondering if she can take it, if she will understand or condemn him, if anyone can understand. A worker's use of herself at moments like this are crucial points in the interview.

5. After having lifted out a bit of traumatic material, the client may want to mull over what he has said, settle down in his thinking and find reassurance within himself. This reverie is constructive thinking, a sort of consolidation of his gains and is to be respected as such. The worker will have to decide whether to leave him with his reverie until he comes out of it himself, or to step in at the point at which he seems to be stuck with it.

6. The client may need to rest or recuperate from having produced emotionally charged material. This can be a healing process, akin to reverie and yet different from it for it is resting rather than planning, though it may evolve into planning after he has recuperated. The content of the pause may change amid stream.

7. A client may feel guilt over having told something just before the pause developed or in the preceding interview and his guilt will close him

up. Doubts may arise in him that the worker will not like him any more or will reject him. Reassurance on the part of the worker may help him over this hump, though if he is too overcome with regrets, he will need different handling. The client's pause at this point has a testing quality but it is testing following guilt, and not generalized testing.

8. A client may be confused as to how to go on. This is close to the pause of thinking but it is not followed by action and moving ahead, but rather by an inert withdrawal as confusion reigns.

9. A client may be overcome with a feeling of anxiety accompanied by a fear of sharing it, resulting in a silent spot in the interview. This is more specific a force than a feeling of generalized confusion; it is related to a known area of pain. Material that lies deep within is slowly aborning. It may be old in its own etiology but new in being presented to another person and thus anxiety accompanies its delivery and a pause becomes its attendant.

10. Blocking is another source of silent areas, related to a generalized confusion but more specific in that it may bring the interview to a dead stop or turn the trend of the discussion at right angles to itself. The blocking may be accompanied by a pause or not, but when it is the worker handles it accordingly.

11. Boredom is not apt to develop in a professional interview and never in one that is helpful to the client. However it is one of the reasons a silence presents itself in a conversation between two people as they meet on trains, at bridge parties, and in business contacts. If the interviewer is not interested in what is being said and is keeping the conversation going for the sake of being polite, ennui may punctuate the trend of the discussion.

12. A distraction from the outside such as a telephone ring or an interruption by another person, may be followed by a pause as client and worker regather their thoughts. If the client has been looking for an escape the interruption offers him a beautiful opportunity. If he is really intent on what he is discussing, the interruption will not waiver his train of thought. The quality of his feeling before the distraction occurred will control how he handles the pause that results.

13. Physical ill health or inertia may contribute to silent areas in the interview. A client who is sick or worn out from months or even years of unemployment, poor diet, and discouragement, as was true during the depression decade, may have to pause here and there as he talks. A serious traumatic experience may also slow him up such as a bereavement with its own complex of feelings and psychosomatic complaints.

14. The shaping force of the culture pattern may contribute to the



creation of pauses. On the one hand are the Scotch who can sit for long periods in complete but not sterile silence as Canadian social workers well know in their case loads, and on the other are the Latins whose verbosity may permit few pauses. The worker may have to face this force in herself as her activity and passivity may also be culturally conceived.

15. A pause may be an expression of hostility, an act of aggression to the worker who has come to represent something which the client cannot accept. It contains rejection, too, as a possible part of its framework. A client may spar with a worker by keeping silent in response to her questions or comments thus holding her at arm's length. Mahatma Ghandi's passive non-resistance illustrates the force in a hostile silence.

16. A pause may be a defensive action, a cover up for something which the client wants to shield or withhold.

17. A pause may constitute an interrogation without verbal accompaniment. A smile, a flicker of the forehead, an expression in the eyes may convey his meaning without the threat of verbalization. A worker, too, can manipulate a pause in the same way.

18. A silence can be a very forceful tool in the hands of the worker if she insists through her silence that the client continue with his analysis of the material he is bringing out. Silence used in this way should be used only by the most skilled worker as it is an extremely active tool and may do damage unless the worker knows how to handle the material she forces out, and the hostility she may generate.

19. A pause may be freedom-giving, an expression of the worker's respect for the feelings of the client and her wish not to intrude. By reassuring him silently of her respect for him her pause may act as an invitation for him to go on.

20. Communion is another kind of silence. It comes in the heat of an interview when client and worker are fully aware that both of them have complete understanding of the client's situation, and with acceptance of it on both sides. It is a silence in which things are appreciated, understood, and settled. It is the force that accepts and strengthens by its open understanding.

21. With seriously disturbed patients, long periods of silence may be symptomatic of deep psychopathology. These should, of course, be handled by a psychiatrist, or with the guidance of a psychiatrist.

Pauses are a part of the unseen but no less real dynamics of an interview between two people. Unless they are understood by the worker they may be a threatening to her as they are to the client. The silence is not an empty space but a place crowded with shades of feelings and symbols,

though not with spoken words. A diagnostic grasp of the forces within pauses leads the competent worker in the direction of their management and thus to a clearer focus of the situation and a more valid case work service.

## DISCUSSION OF "THE MANAGEMENT OF PAUSES"

By RUTH GELLER, *Home and School Counselor*

Board of Education, Rochester, New York

"If communication between two people were always verbal, the process of interviewing would be greatly simplified," says Eda Houwink in her detailed analysis of the silences that develop in the interview. "When we come to analyze more closely the forces of communication, we see that it is made up of many things . . . tone of voice, quality of voice, hesitation, gestures, facial expressions and body postures." Certainly, there can be no doubt that the author's careful appraisal of the feelings and meanings inherent in the pause have general validity in case work. But more specifically, it is necessary here to limit discussion to the use of only a few of the concepts in their applicability to school social work and to include them in brief context.

Perhaps in many instances, the school social worker, as well as other school personnel, is more concerned with silences than with pauses; for how relatively unimportant to children is verbalization. There is the silence, for example, of a child brought to the principal's office to answer for a misdemeanor the reason for which he cannot explain; the resistant silence of a child who will not, or for some reason cannot, participate in a particular classroom activity; the painful silence of the timid child; the aggressive silence of the child who senses and enjoys his teacher's outrage; the confused silence of the child facing anxious faces of questioning adults; and the apathetic silence of the dull one. If one waited for the child to say what he feels or thinks, the pause would be, for the worker, an insurmountable obstacle to helping. Almost always the young child acts out his difficulties with probably greater accuracy than does the adult for whom verbal communication can become just as truly a barrier as can pauses. Children usually cannot fall back on language. Nevertheless, their silences are no less pregnant with meaning than those used by adults.

For example, when Billy was four years old, his mother decided that he could enter kindergarten with his five year old sister, altho the mother would not object to his staying home another year if he were not really ready and had told him he did not need to go until next year. Billy's enthusiasm did not match Betty's and the mother thought him to be a little fearful. The plan was to have the counselor register the children in spring for the following fall semester. When registration day came Billy remained glum in the face of his sister's jubilation. He permitted himself to be

dressed but came reluctantly, spending much time in farewell kisses and in slow devious routes from the house. Outside, Betty skipped and sang merrily; Billy lagged, taking ten minutes to reach the short distance to the corner of his street, a distance Betty had covered back and forth several times by then. At the corner, Billy halted and took the worker's hand before moving forward, but even so walked a little behind. The worker told him it was hard to go to school but that he did not really have to go. It would be all right to go home if he wished. Did he want to see it just once before he made up his mind? He kept on walking, and as he approached the building, Billy came closer to the worker and tightened his grasp. She said it was a very strange, large building. Did he want to go home now or go inside? Billy kept on going but his timidity and fright lasted after he entered and was registered. At each step of the way, he was reassured that this was difficult and that he really didn't need to do it. In the kindergarten, Billy continued to remain close to the worker, sitting with her on a bench. Betty had found herself and was playing with a group of girls. For a few moments, Billy watched intently and began to move nearer the children. Finally he got up soberly and claimed the bicycle, just left abandoned, which he began to ride around the room. When it was time to leave, Billy scowled and continued riding. He ignored the fact that he would need to come along after another turn around the room and finally had to be told that if he were going to stay, he would have to stay alone. When the worker began to leave the room, he followed quickly and in the corridor turned back several times to look toward the kindergarten. School was going to be fun. He walked home more briskly without wanting his hand held. During the entire trip, Billy had not said a single word.

It is not unusual for the school social worker to be asked to work with the shy, withdrawn child who "may remain silent because he is uncertain how to go on . . . who may be fearful of the worker, fearful of himself or fearful of the material going on in his mind." To such a child speech is more than usually difficult. To see him appear at her door, hands clasped behind his back, eyes trained downward and a surreptitious glance fleetingly directed toward her could be a pretty frustrating experience for a worker. In a situation like this, there would be little use to either worker or child to begin talking with the child about his troubles. Talk would do for him the one thing that does not need doing: namely, focusing on himself the thoughts of an already too self-conscious youngster. A neutral object such as a toy, a picture or a box of crayons that takes his attention away from himself and frees his interest and enthusiasm for play and talk



can often decrease tension, enabling both child and worker to be more comfortable in the interview.

Altho Dickie never said more than a few words in any interview, all that he thinks and feels manifests itself in bodily expression. Even his play is self-conscious. He needs to be encouraged to verbalize in such simple areas as saying hello or good-bye. Yet he is interested in school work from success in which he derives much satisfaction. Recently, when he volunteered an oral answer in the classroom, the words and not the silence were unusual.

There are also children who reveal "anxiety accompanied by fear of sharing it, resulting in a silent spot in the interview." Often it may be difficult to differentiate this anxiety from that pause which can be construed as an "expression of hostility" or an "act of aggression toward the worker." Jackie is a child in whom both of these trends become evident.

Jackie, a disturbed child having conflicting and equal loyalties to both parents, is the product of a broken home. Interviews with this child brought increasing tension and anxiety until emotion reached such a climax that the boy sat for twenty minutes in two successive interviews, arms folded over his chest, eyes staring directly before him, maintaining a hostile, anxious attitude that defeated any attempt to help him. The telling of his troubles fostered more anxiety that he could bear. His mother, with whom he was living, had not warned him against talking but neither had she been really positive about his coming for help. Parents may frequently be the source of such silences; and sometimes, as in Jackie's case, it would be better for the child if the worker were to accept the silence based on hostility and anxiety as a signal for withdrawal from the situation rather than to increase his burden and possibly incur the animosity of his parents toward school counseling services and toward the school as a whole.

Eda Houwink also states that "a pause may develop because the client has come to the end of the road and there is no more to be said in the area in which he has been talking." This may be true with older children. On occasion, the worker may think that because the child becomes silent, he may not want to use all his time and is ready to return to his classroom. She may even suggest this action to the child although he shows no sign of reacting to her suggestion. Perhaps, the worker may have wanted to terminate the interview to avoid an unwelcome pause. When the child, despite his silence, remains, he does so for a purpose. At one time, Henry, aged fifteen, sat in silence showing no effort to leave altho the bell had rung on a day when school was dismissed at noon for a half-holiday. After a minute or so he said that he would just wait for a while. He wanted to be sure

that all the boys were gone because he was afraid of them and wanted to avoid having to fight on the way home. It was thus possible to explore more fully with Henry the reasons for his maladjustment in school. The worker's own silence in this instance had considerable force as it placed the complete responsibility for the silence on the child. A desire on her part either to dismiss him or to initiate new material would have prevented Henry from bringing out some of his real difficulties.

With children, no less than with adults, it is necessary for the worker, in order to be more completely helpful, to diagnose the meanings of her own pauses as well as those of her client. Truly pauses are "not merely vacant places in the interview" but they are "crowded with shades of feeling and symbols." When we consider that everything a person does has meaning, we need, perhaps, to remember that it is equally true that everything he does not do has just as much significance.

## FOR YOUR INFORMATION

(Gathered from the Executive Office)

### 1. ELECTIONS RETURNS:

Miss M. Ethel Batschelet—President, 1947-1949

Mrs. Beatrice Vogel Quinn—Secretary, 1947-1949

### 2. MEMBERSHIP: The Executive Office will soon have compiled a complete and current membership list as a result of the questionnaires recently circularized to the membership. Be sure yours is in!

### 3. SUMMER STUDY: Brochures giving information on summer courses and workshops dealing particularly with school social work have been distributed among the associate and junior membership.

### 4. NEWS OF MEMBERS:

*Miss Sara Kerr*, Vice-President, attended the National Conference of Social Work in San Francisco and presided at the business meeting of the National Association of School Social Workers.

*Miss Florence Poole*, President, gave a three-day institute for visiting teachers from April 24 to 27 at Natural Bridge, Virginia.

*Miss Mildred Sikkema*, permanent Executive Secretary, gave a paper at the Virginia Conference of Social Work at Roanoke, Virginia, on May 23. Discussion of this paper was made by Mr. Orville W. Wake of the State Department of Education.

*Miss Rose Goldman*, Bureau of Child Guidance, New York City, will give a course at the New York School of Social Work from July 28 to August 8, entitled "Social Casework in a School Setting."

*Miss Alma Laabs* will teach at the University of Wisconsin from June 20 to August 15, giving two courses entitled "Social Case Work in the Schools" and "School Social Work."

*Mrs. Margaret Huntley Sager* and *Miss Sara Kerr* will each give courses at the Richmond School of Social Work in Virginia. Mrs. Sager's course entitled "Personality Disorders of Children," will run from June 16 to June 28. Miss Kerr's course, entitled "The School, the Child, and the Home," will run from June 30 to July 12.

*Mrs. Agnes Smart Barber* will participate in a nine-weeks' course on visiting teacher work at the School of Social Welfare of Louisiana State University from June 9 to August 8.

*Miss Carmelite Jantier* will give a six weeks' course at Tulane University of Louisiana from June 10 to July 19, entitled "The School, the Child, and the Community."

*Miss Marion Pierce*, Pupil Personnel of the Board of Education, Philadelphia will teach two courses in the School of Education of the University of Pennsylvania entitled "The Social Case Work Approach to the Problems of School Children" and "Counseling Techniques."

5. HAVE YOU READ: "The National Conference on Prevention and Control of Juvenile Delinquency—Summaries of Recommendations for Action—Department of Justice?"

Page 93—"Some Social Services to Meet Special Needs with Reference to the Prevention and Control of Delinquency: There should be early identification of and treatment for children who have mental, physical, and emotional problems to help them function in accordance with their potential capacity, which should include . . .

(3) Child-guidance services should be available to all those children whose behavior difficulties require this help. (The development of child-guidance clinics should be according to the needs within and among communities, with particular reference to the National Mental Hygiene Act and the standards recommended by the National Mental Hygiene Committee.)

Page 95—"Further it is Recommended—(A) Existing services should be strengthened and extended in the following respects:

(c) Case-work services should be introduced more widely in schools, preferably by professionally educated school social workers, or when this is impracticable, by cooperation of existing case-work agencies."

Single copies of this bulletin are available to members of our Association upon request to the U. S. Children's Bureau, Federal Security Agency, Social Security Administration, Washington 25, D. C.

HAVE YOU READ: "A Pound of Prevention"—How Teachers Can Meet the Emotional Needs of Young Children by James L. Hymes Jr.

This sixty-three page pamphlet is the product of the Teachers Service Committee on the Emotional Needs of Children under the direction of the Caroline Zachry Institute. It is an aid to teacher understanding of the children coming to school and the way they behave. It points up the job the teacher can do, what it takes to do it, and suggests attitudes and methods. It is tellingly illustrated by cartoons. The bold type captions make desired materials easily found. One of the best things for teacher use and although addressed to the needs of young children has much applicable to older children.

Order from New York State Committee on Mental Hygiene, 105



East 22nd Street, New York 10, New York. 25c per copy. Discount on orders over \$5.00.

6. APPOINTMENT OF PERMANENT EXECUTIVE SECRETARY OF N.A.S.S.W.

Miss Mildred Sikkema has been appointed permanent Executive Secretary. Her office will be in New York City and the address will be announced to the membership at a later date by letter. Miss Sikkema is a graduate of the Smith College School for Social Work and has worked at the Hartley-Salmon Clinic, Hartford, Connecticut; Child Guidance Clinic, Wilkesbarre, Pennsylvania; and the Children's Aid in Philadelphia, where she did supervising of senior case workers and students in training at the Pennsylvania School of Social Work. In September 1944 she went to Hawaii as consultant and supervisor for the Medical Social Service Association. She worked with the Queen's Hospital School of Nursing and several other hospitals, traveling over all the islands in connection with this work. Her last position in Hawaii was as assistant director in the Division of Pupil Guidance, Territorial Department of Public Instruction, Territory of Hawaii. Her function there was the setting up of school social work programs in territorial public schools: administering compulsory attendance law, using social workers as staff; and interpretation of both to schools, to community groups, and to territorial legislature. In connection with this, she organized and administered in-service training for teachers and other school personnel.

7. CORRECTION: Certification given in March 1947 Bulletin for Pennsylvania should have included requirements for School Guidance Counselor as well as for Home and School Visitor. Applicants for certificates in Guidance Counseling must hold a certificate of standard grade and present evidence of not less than eighteen semester hours of approved preparation in this field.

8. Miss Mildred Sikkema may be reached through the temporary address c/o American Association of Social Workers, 130 East 22nd Street, New York 10, New York.









## MEMBERSHIP

Membership in a professional organization is a strengthening factor for the individual practicing within that profession. This is as true for the school social worker as it has long been for members of other professions. National Association of School Social Workers has members in 34 states and in Hawaii.

All members receive the National Association of School Social Workers Bulletin and other materials such as reprints, book lists, conference programs, notices, and other publicity. Membership is determined by the training and experience of the applicant. There are four types of membership:

Contributing \$5.00 per year; Senior \$3.00 per year; Junior \$2.00 per year; Associate \$1.00 per year. The first three classifications have voting rights and senior members are eligible to hold office.

Applications for membership and a statement of membership requirements may be obtained from the Membership Chairman, Miss Helen E. Weston, 13 South Fitzhugh Street, Rochester 4, New York.

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Copies of N.A.S.S.W. Bulletins from the March 1946 issue to the present are available at the Executive Office in limited quantities. Prior to March 1947—price 20c. March and June 1947—price 60c.

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Changes of address should reach the office of the Executive Secretary as soon as possible.

